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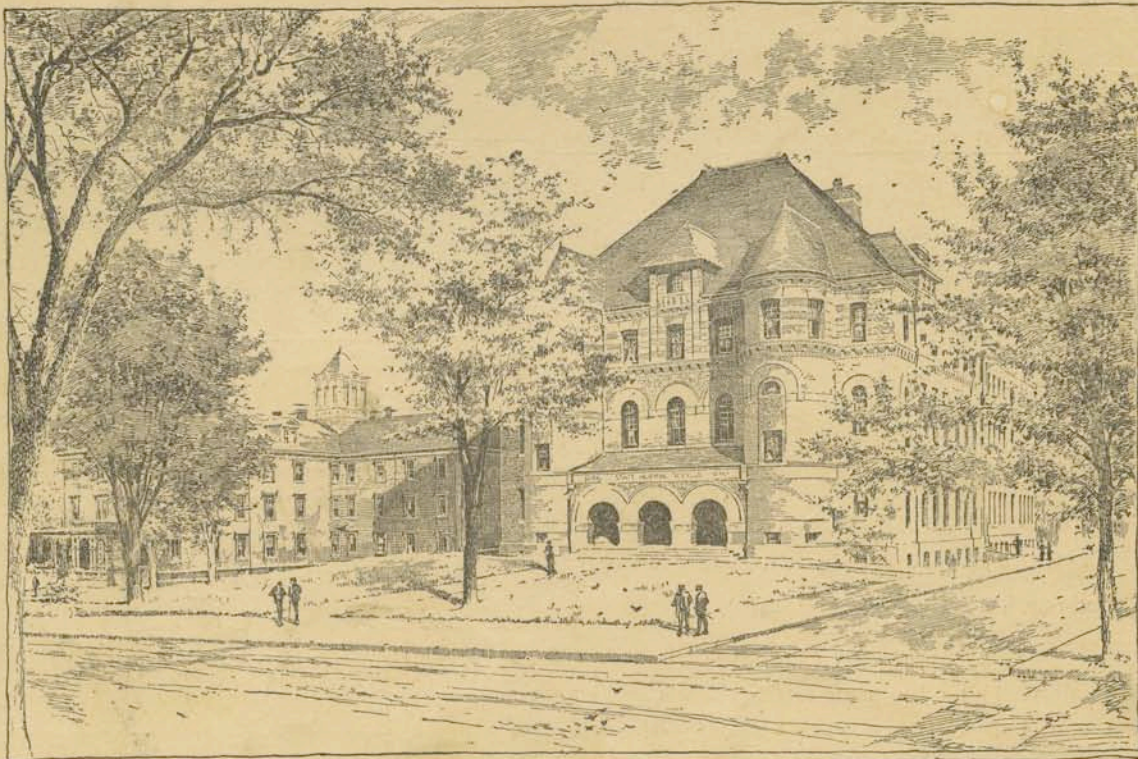


NORMAL OFFERING



A SCHOOL

MONTHLY



FEBRUARY, 1893.

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NORMAL OFFERING

Vol. XIII.

State Normal School, Bridgewater, Mass., February, 1893.

No. 1.

DO RIGHT, BECAUSE IT IS RIGHT,

The Normal Offering.

Published monthly during the School Year, by the Lyceum of the
Bridgewater State Normal School

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OUR last Junior class did very good work in all their studies, and as a result none of those who remain have to review this term.

WE are pleased to make up our first number with school material, and hope you will give us enough so we can do the same in every number this term.

THE OFFERING on behalf of the school and Lyceum extends a hearty welcome to our new members and hope they will find their work pleasant and interesting.

THE class just graduated has the best wishes of the OFFERING in all their undertakings. We hope they will not forget those whom they have left in Bridgewater, but will keep us informed of changes in their work.

THE gift, which is very appropriate, of the January class of 1893, has brought to most of our minds a new personage and one for whom there seems to be a close tie of brother-hood with every soul that desires to work for mankind. In him we see that spirit of self-sacrifice and determination which is always victorious and which we must have in order to accomplish any work great or small. It will pay you to read the essay on Pestalozzi in R. H. Quick's Essays on Educational Reformers. There are two copies in our school library.

THE teachers of Mineralogy, Zoölogy, Physiology and Geography were very much pleased with the collections and the drawings done by their respective classes last term.

The Physiology classes presented some very good charts of different parts of the body and of the different systems of the body. The drawings of Misses Lany, Chandler, and Ricker were especially good.

The work of the Geography class was marked both by quality and quantity. The work of Misses Bramhall, Baker, F. M. Clarke, Townsend, Young and Vaughn was very neat and distinct.

Although it was the winter term the Mineralogy class had some very good collections which showed work and interest. The best collections were those of Misses Norton and Wilson and Messrs. Babcock and Swan.

* * *

SINCE the arrival of barque NORMAL OFFERING, the captain and crew, who are to man it on its thirteenth cruise, have thought it best to make some few changes in the boat's rigging. Upon examination it was found that the boat was painted its present color May, 1890, and has been changed once since then, but that was for only one trip. It was also given a new figure-head then which has been in constant use up to the present time. With these changes and the hope of an increased interest in the work we are glad to send her on her thirteenth voyage with such a promising future. She enters between two and three hundred foreign ports every trip and is given a hearty welcome by her former owners and shippers. Of the two hundred and forty domestic ports we are sorry to say she is given direct entrance to about seventy-five. Is this the way to build up American shipping interests?

Her cargoes, of course, are what you make them. They have been very good in the past and we hope you will increase your products in the future that we may be enabled to build a larger boat.

The school is large enough to support a larger paper and could if its members would give it their support by writing for it and by buying a copy of each issue. Don't trouble your neighbor but have a copy of your own. If you will help us in this way we will guarantee a larger and a better paper.

We have a new means of communication which is open at all hours to our patrons between rooms seven and nine. Goods will be received and shipped as soon as possible. They should be

marked distinctly with manufacturer's name, so that in case of trouble the captain will know just where to go for help.

What is your answer?

LYCEUM.

FROM what has been said and the interest that was shown in the Lyceum last term, I think it is safe to say that it was one of the most fruitful terms, both socially and financially, that the Lyceum has seen. The disputants in every case showed that they had worked up their subjects and tried to make the debates interesting. They were encouraged by the large number who showed their interest by taking part in the discussions. Nor was this interest restricted to the men; the ladies showed their interest in a very patriotic way by taking one or two meetings into their own hands, besides speaking in general debate at almost every meeting.

The membership has been increased by about eighty-seven members. By an examination of the treasurer's book it was found that its financial condition is the best that it has been for the last nine years.

We do not want to stop here. We want progress in the Lyceum as well as in the other school work. Let every member come and so far as it is possible let him say something concerning the questions that are brought up for discussion.

There are two things which I think the Lyceum could well consider as means for increasing the interest at home and extending its influence outside. With their suggestion and the hope that they may receive the Lyceum's earliest attention, I leave them with you.

First—A change in our form of Lyceum to that of a Congress.

Second—Our Lyceum joining the Lyceum League of America.

As questions for debate seem to trouble many members we will give a few in every issue, hoping that they will give you a suggestion in your choice of subjects.

Questions for debate:—

1. Should there be property or educational qualifications for suffrage?

2. Ought cities to maintain municipal coal yards to supply coal to the people at cost?

3. Should colleges be supported by public tax?

4. Will profit-sharing benefit employer and employee?

5. Ought the President to be elected directly by the people?

6. Should the right of aliens to hold property in the United States be restricted?

7. Ought the freedmen to have been given the ballot at the close of the war?

Disputants for Lyceums.

March 3. Messrs. Babcock, Swan, Tibbetts, and Allen.

March 17. Messrs. Fitzpatrick, Murphy, Cope-land, and Carroll.

A SOLILOQUY.

To every one whose lot it is
To tread this swaying ball,
The same it is to meditate
Upon his actions all;
Though spirits gay and senses keen
Hold our attention fast,
There is a spell that all must feel—
Its power is strong and vast.

We pass along through life to-day
Perhaps no goal in view,
Perhaps we live for self alone
No good for others do;
This one may place ambition high,
May pave his path to fame,
One let his nature lead him on
And leave his name a shame.

Another forms a purpose high,
In God is found his way,
His sense of duty is his guide,
He labors not to stray.
The man that takes this stand in life
Will find his will not his;
His work anothers lifting up,
A problem wide it is;

It calls for thought both wide and strong;
Feeling kind and true,
That's not adverse when others win,
And prompting good to do;
It needs a will whose power to choose
Is quick with moral force,
And active when the choice is made
To carry out its course.

'Tis true that all their lives must live,
And lead them right or wrong.

Each has the power to know and choose
His path among the throng;
To follow impulse when it conflicts
With obligation true
We make a life of unrest and strife
When joy and peace might rule.

When meditation there is given
By nature's kindly hand
Let every one with willing mind
Obey the prompting wand.
And lead by conscience from within
To seek a better course,
Look through the nature of his mind
And find its end, its source.

GRADUATION.

AT ten o'clock of the morning of Jan. 25, Assembly Hall was crowded. Seventeen of our number were to graduate. The faces of all were so bright that one almost forgot it was not pleasant out of doors. The hall too, which had been tastefully decorated by members of the Sub-Senior class, added to the brightness.

A very pleasant change in the programme was tried this year. The graduating class took no prominent part in the exercises as formerly. Instead, after the usual devotional exercises of the school, we had the pleasure of listening to an address upon "Education as a Problem and a Power" by Rev. Dr. Capen of Tufts College.

Dr. Capen thinks there are many things which are problematic, especially in relation to our own time and country. We have long prided ourselves upon our school system, but the educational leaders of the day have decided that this is a delusion, and the simple fact remains that we have no system. The problem is to *get a system*. He thinks that we shall probably live to see the time when all schools from the Kindergarten to the University shall be systematic.

It is also problematic as regards to *methods*. There are two things in which education is undergoing a great change,—the method of study and the content of education. The text-book system is now of the past, and the laboratory method is fast taking its place. In this method the pupils investigate for themselves and draw conclusions from their own observations. This method is already used in the Physical Sciences, and it is to prevail more and more in all branches, especially

History. In speaking of the change in the content of education he stated that formerly certain proscribed courses were thought necessary for a liberal education, but that men have been led to think differently. Now great men are specialists. The *result* is thought of rather than that which is studied.

He then spoke of education as a *power*. It gives one the power *to think* clearly and definitely. It enables one not only to acquire ideas, but to understand their relations, and to reproduce them when needed.

Education is also the power of *doing*. He said, "The education that is perfectly wrought out must lead to some practical result."

Its most important power is that of *being*. A nation's highest achievement is to produce men who are adequate for crises, and are Christian in character. Education is the means of accomplishing this. He spoke of Phillips Brooks—his wonderful power for good, and said that the secret of it was his *personality*. Everyone is capable of doing something however slight for the benefit of mankind. It must be through the *personal character*.

Dr. Capen then congratulated the graduating class for taking up this, the highest of occupations. The teacher is the one who has the most influence in the world. He added, "There is a great deal of drudgery in teaching, but I have found it a perpetual and growing delight." He closed his remarks by urging them to put their standards high.

After a selection, "What the Bells say," by the school, Mr. S. B. B. Paul, in behalf of the graduating class, presented to the school the bust of Pestalozzi. In the presentation, Mr. Paul gave a brief account of Pestalozzi's work as an educational reformer, and cited some of the principles which he founded and which are so familiar to us. Mr. Boyden responded in behalf of the school and gave a short sketch of the life of Pestalozzi. It is eminently fitting that the bust of such a man should be placed in our Normal School, and a careful study of his life cannot but create a deeper love for the work we have chosen.

Another selection, "The Singers," was then given by the school. After a few fitting remarks, the diplomas were awarded the graduating class by Mr. Geo. A. Aldrich of our Board of Visitors.

Brief remarks were given by Rev. Mr. Haskins of Abington, Mr. Kingman of East Bridgewater, and Rev. Mr. Cressy and Rev. Mr. Porter of Bridgewater.

The exercises closed with the singing of the Doxology.

RECEPTION, JAN. 25. CLASS OF '93.

UPON the evening of graduation day, the January class of '93 held a very enjoyable reception in the Assembly Hall. A very large number of the friends and schoolmates of the graduates was in attendance.

The hall was very beautifully decorated with flowers and palms, and music was furnished by the orchestra belonging to the school.

The first part of the evening was devoted to the reception of the guests by the graduates. The Grand March, which followed, was led by Miss Emily Ware and Mr. Paul, members of the graduating class. The march was very prettily executed and the majority of the company were participants.

During the course of the evening the following programme was presented by members of the school:

Piano Duet,	Misses Taylor and Young.
Piano Solo,	Miss Young.
Vocal Duet,	Misses Lahey and Souther.
Selection,	String Quartette.
Vocal Solo,	Miss Souther.
Violin Duet,	Misses Upton and Doten.
Selection,	Orchestra.

A longer programme had been prepared, but a lack of time prevented its presentation. Time is, indeed, inexorable, even upon reception night and the advent of ten o'clock saw a new class assuming the dignity of Seniors while the graduates were bidding "a long farewell" to all their greatness. A few moments later all was dark and still in the Assembly Hall and vacation had really begun.

Among the many friends who contributed in making the evening so enjoyable, Mr. H. E. Barrows of Brockton, who furnished the flowers, and our own Normal Orchestra are to be especially remembered.

God is better served in resisting a temptation to evil than in many formal prayers. *Wm. Penn.*

SLANG IN OUR COLLEGES.

IN almost all of the courses of study in our colleges there are elective studies as well as required studies. Some of the elective subjects are taken by comparatively few of the students, but there is one which, although elective, is taken by all; and this is the subject of Slang.

The accomplishment of talking slang was originally confined to jugglers, beggars, and street-urchins, but has now descended from its noble origin to become a part of the education of the majority of people of the present day. Except among street Arabs and loafers and other people of this highly respectable class, perhaps the art is cultivated to a degree nearest perfection by the young men of our colleges. Before a student has attended college sufficiently long to learn enough Latin and Greek to increase his vocabulary perceptibly, he can talk enough slang to edify all his younger brothers and sisters and astonish his older friends. Elated with the importance of his newly acquired position, he wishes every one to realize the fact that he is a college student; so, adorning himself with crimson cap and crimson tie, if it happens to be Harvard University that he honors with his presence, he struts about in a most pompous manner. But it is not upon his crimson tie or his crimson cap that he relies for the greatest evidence of his importance. His college education shows most brilliantly when he has an opportunity to display his conversational powers; for then the volume of slang that issues from his mouth advertises at once his college training. Like Shakespeare's modest gentleman who cried, "I am Sir Oracle, and when I ope my lips let no dog bark," his unceasing cry is, "I am Sir College Fellow, and when I pour forth my slang let the uninitiated keep silent."

In our colleges for women, this branch of education is not so highly developed, and if pursued at all, is sought in a more genteel but perhaps no less alarming manner. To the woman's delicate ear, the conversation of the "awfully nice" young men at the rival college is "perfectly shocking," but to her own extravagant language she gives scarcely a thought.

It is encouraging to note that slang is most used by those who are least interested in their

studies and that a student uses it less, the longer he remains in college. The use of slang becomes so strong a habit with some that they are unable to carry on conversation upon any subject, however serious, without tainting it with some vulgar expressions.

We are looking to our colleges for the men and women who are to influence our future, and where, if not to them, shall we look for the improvement of our language?

PATIENCE.

A few days ago while looking over my book of proverbs, I came across a beautiful adage which read as follows;—"With time and patience the mulberry leaf becomes satin."

It then occurred to me how encouraging this lesson might be to the impatient and despondent, for it seemed to give me the following impression;—that there is no difficulty that man should quail before, when a *worm* can accomplish so much from a leaf of the mulberry.

POETRY A MEANS OF TEACHING MORALS.

DR. E. E. White made the following statement before the Nebraska State Teachers' Association. "It is vastly more important that the present generation of youth in our schools leave them loving truth, purity, right and honor, than that they leave them good spellers or good arithmeticians."

In the best schools of to-day moral instruction is found in the regular course of studies, and has its place in the weekly programme of exercises. This is as it should be, and as it will be in every school in the country before many years.

By what means shall this love of the right be secured? First of all it is plain that examples of right and duty should be ever before the child. There is no doubt but that the method of teaching morals by example stands first, but to my mind the love for all that is best in life may be broadened and deepened by its expression in the beautiful and effective form of poetry.

Have you not read of men who have been led to turn from wicked ways by a noble principle

beautifully expressed in verse, or of tired and discouraged women who have been cheered and uplifted by Longfellow's "Psalm of Life"? And poetry is even more effective when presented to the child before wrong habits have become deeply rooted and life has begun to seem dark.

Our literature is abounding with gems fitted to inculcate right action, and such bits of poetry learned by the child will be with him all his life to help him fight its battles.

Such lines as the following cannot fail to move the heart of the child with deeper love,—

"There is beauty in the sunlight,
And the soft blue heaven above.
Oh the world is full of beauty
When the heart is full of love!"

and noble feelings must be aroused by those words of Tennyson,—

"Howe're it be, it seems to me,
'Tis only noble to be good;
Kind hearts are more than coronets,
And simple faith than Norman blood."

I might quote many such golden lines, and although example may come first, is not precept more effective when clothed in poetic garb, than when given in the ordinary language of the teacher?

MEMORY GEMS.

WHEN we girls left the Normal School, we were impressed by no suggestion on teaching more than that emphasized by Mr. Bailey, that we should give attention to memory gems in school. We promised to report to one another on our success in this direction, when we were fairly started.

My first letter was from Grace, who wrote after a week's trial. She had told the children to select quotations appropriate for the beginning of a new year at school. The first boy arose and quoted in a sonorous voice,—

"Farewell, happy fields
Where joy forever reigns, Hail, horrors!
Hail, infernal world!"

This sentiment was not exactly inspiring to the new teacher but she was somewhat comforted by the next, notwithstanding the sing-song manner in which it was given.

"Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,

Our faith triumphant o'er our fears,
Are all with thee, are all with thee."

Maggie, who has a great dislike for old maids, wondered if her antipathy had been guessed by the little girl who had been reading from "The Great Stone Face," and quoted in a solemn way, "I have waited longer than thou, and am not yet weary; fear not, the man will come!" The next day she was reminded by a young man who spoke as though he knew, that "The secret of success is constancy to propose."

I, also, have introduced the practice of devoting a part of each day to the recitation of memory gems, and, though we have been informed by one little maid that "Procrastination is the time of thieves," and another recited in the question and answer form, "Who thinks too little, talks too much? John Dryden," still I intend to persevere, thinking,

"All discord is harmony not understood;
All partial evil, universal good.
And, spite of pride, in erring reason's spite,
One truth is clear—Whatever is, is right."

GEMS OF THOUGHT.

"Life is not long enough for us to begin where our remote ancestors began."

The art of thinking is higher than that of remembering. *Journal of Education.*

Half the ills we hoard in our hearts are ills because we hoard them. *Barry Cornwall.*

Moderation is the silken string running through the pearl-chain of all virtues. *T. Fuller.*

Maternal love is the first agent in education.

Pestalozzi.

If you would not have affliction visit you twice, listen at once to what it teaches. *James Burgh.*

A noble heart, like the sun, showeth its greatest countenance in its lowest estate. *Sir Philip Sidney.*

In matters of conscience first thoughts are best; in matters of prudence last thoughts are best. *R. Hall.*

The great ends of life are best gained by him who in all his conduct is animated by the love of Christ. *McLeod.*

The greatest events of an age are its best thoughts. It is the nature of thought to find its way into action. *Boover.*

They that will not be counseled can not be helped. If you do not hear reason, she will rap your knuckles. *Franklin.*

He submits himself to be seen through a microscope, who suffers himself to be caught in a fit of passion. *J. C. Lavater.*

Thoughts that come unsought for are commonly the most valuable, and should be secured, because they seldom return. *Bacon.*

Life is a short day; but it is a working day. Activity may lead to evil; but inactivity can not be led to good. *Hannah More.*

You need not tell all the truth unless to those who have a right to know it all. But let all that you tell be truth. *Horace Mann.*

Love of childhood and youth has always been one of the strongest incentives to high thoughts and noble deeds. *G. Stanley Hall.*

Every good picture is the best of sermons and lectures. The sense informs the soul. Whatever you have, have beauty. *Sydney Smith.*

Believe in thyself, O man; believe in the inward intelligence of thine own soul; thus shalt thou believe in God and immortality. *Pestalozzi.*

That is true beauty which has not only a substance, but a spirit; a beauty that we must intimately know, justly to appreciate. *Colton.*

The time for reasoning is before we have approached near enough to the forbidden fruit to look at it and admire. *Margaret Percival.*

It is by attempting to reach the top at a single leap that so much misery is produced in the world.

Wm. Cobbett.

The fire-fly only shines when on the wing; so it is with the mind; when once we rest, we darken.

P. J. Bailey.

Every school education not erected upon the principles of human development leads astray.

Pestalozzi.

To be ambitious of true honor, of the true glory and perfection of our natures, is the very principle and incentive of virtue. *Sir Philip Sidney.*

It is vain to expect any advantage from our profession of the truth, if we be not sincerely just and honest in our actions. *Archbishop Sharpe.*

A helping word to one in trouble is often like a switch on the railroad-track—but one inch between wreck and smooth-rolling prosperity. *H. W. Beecher.*

True culture is the result of wide and profound knowledge, associated with the assimilating power of thought and touched with the warmth of sympathy. *James Buckham.*

If you wish success in life, make Perseverance your bosom friend, Experience your wise counselor, Caution your elder brother, and Hope your guardian genius. *Addison.*

The footprint of the savage, traced in the sand, is sufficient to attest the presence of man to the atheist who will not recognize God, whose hand is impressed upon the entire universe. *Hugh Miller.*

The happiness of your life depends upon the quality of your thoughts; therefore guard accordingly, and take care that you entertain no notions unsuitable to virtue and reasonable nature. *Marcus Antoninus.*

What man is, what he needs, what elevates him and degrades him, what strengthens him and weakens him, such is the knowledge needed both by shepherds of the people, and by the inmate of the most lowly hut. *Pestalozzi.*

The powers of conferring blessings on humanity are not a gift of art or of accident. They exist with their fundamental principles in the inmost nature of all men. Their development is the universal need of humanity. *Pestalozzi.*

No man is so foolish but he may give another good counsel sometime, and no man so wise but he may easily err, if he takes no other counsel than his own. He that was taught only by himself had a fool for a master. *Ben Jonson.*

“No life

Can be pure in its purpose and strong in its strife,

And all life not be purer and stronger thereby.”

Owen Meredith.

Keep in the midst of life. Don't isolate yourself. Be among men, and among things, and among troubles, and amongst difficulties and obstacles. You remember Goethe's words: “Talent develops itself in solitude; character in the stream of life.” *Henry Drummond.*

The reward of being gentle is to become more gentle. The reward of being liberal is to become more liberal; of controlling temper to become more sweet-tempered. The penalty of being hard is to become hardened, of being unforgiving is to become cruel. *Henry Drummond.*

Thought engenders thought. Place one idea on paper, another will follow it, and still another, until you have written a page; you cannot fathom your mind. There is a well of thought there which has no bottom; the more you draw from it, the more clear and fruitful it will be. *G. A. Sala.*

Why have I insisted so strongly on attention to early physical and intellectual education? Because I consider these as merely leading to a higher aim, to qualify the human for the free and full use of all the faculties implanted by the creator, and to direct all these faculties toward the perfection of the whole being of man, that he may be enabled to act in his peculiar station as an instrument of that All-wise and Almighty Power that has called him into life. *Pestalozzi.*

ENTERING CLASS, FEBRUARY, 1893.

FOUR YEARS' COURSE.

Murray Baker,	Bridgewater.
Pierce D. Brown,	Fairhaven.
Walter F. Ellis,	Braintree.
Joel W. Reynolds,	Marblehead.
Mary E. Briggs,	South Carver.
Clara J. Bryant,	Brockton.
Mary E. Kelley,	South Chatham.

SPECIAL COURSE.

George M. Fisher,	Westboro.
Daniel J. Gimlich,	Pittsfield.
Maribelle Curtis,	Hillsboro, N. H.
Grace E. Weeks,	Brownfield, Me.

TWO YEARS' COURSE.

Charles E. Gaffney,	Gloucester.
Ruth K. Burrage,	Shirley.
Mary E. Cunningham,	Athol.
Mary S. Delano,	North Duxbury.
Bessie L. Drew,	Atlantic.
Katherine E. Evans,	Quincy.
Josephine I. Haire,	Leominster.
Annie M. Hinds,	Fall River.
Sarah F. Hoag,	Brockton.
Lena P. Holmes,	Kingston.
Ethelyn L. Jameson,	Bridgewater.
Mabel S. Jones,	Nantucket.
Cora S. Keith,	Bridgewater.
Bessie M. Miller,	Calais, Me.
Annie E. Murphy,	Brockton.
Mary L. Noyes,	Atkinson, N. H.

Effie A. Perkins,
Theresa G. O'Rourke,
Hattiebel Smith,
Minnie J. Smith,
Mabel Turner,
Hannah P. Waterman,
Mary A. White,
Julia M. Wright,

Cambridgeport.
South Braintree.
Andover, N. H.
Andover, N. H.
Nantucket.
Rehoboth.
Manchester.
Greenfield.

BASEBALL.

ALTHOUGH it may now be a trifle early in the season to play baseball, yet it is not all too early to begin to think about it.

As most of us know, several of our best players have graduated, leaving positions to be filled by new men. If it is possible, it is the desire of the captain to have all those who may wish to try for the baseball team take special training in the gymnasium after school one or two nights a week, so that when the out-door games begin, they will be in better physical condition.

One could not help remarking the neat appearance of the various ball clubs that visited us last spring. Their suits were of good material and were all alike. The Normal baseball club needs and ought to have new suits this year. The old suits are, for the most part, utterly unfit to wear. Of course, to obtain them a larger amount of money will be needed than is usually obtained for the support of the club. This ought to be obtained without much difficulty.

Do not think that the ball club is an organization of a few. It should be regarded by everybody in the school as something he or she ought to be interested in. It is as much a part of the school as the Lyceum. Again, please remember the pleasure to be derived from watching the ball games on the Saturday afternoons during the latter half of the term. If you are thoroughly interested in the team in a substantial sort of a way, no doubt you will enjoy the games better.

Behold the success that attended the baseball club of last year and the football club of last Fall. How did it happen? It was because the members of the school were interested and helped, just as should be the case always. Let us have the same spirit this year and I am sure we can have as good work done in athletics as was done last year.

OUR CHEMISTRY DEPARTMENT.

THE work of the four year's classes is separated from the two year's work from the beginning. The aim is to fit our students to teach the subject in the best High and Normal schools. Carefully digested courses have been arranged with a view to giving the student a sufficient knowledge of the subject matter at the same time that he is acquiring the scientific method of study and teaching, and practice in adapting the work to school exercises. The student is led to see the educational value of the subject in its different parts, and the reasons for the order and method of work. The work is, therefore, strictly professional throughout.

COURSE I. (First term.)

GENERAL DESCRIPTIVE CHEMISTRY.

Inorganic and Organic.

Object: A wide range of *typical* chemical facts.

Training in observing chemical changes and in reasoning from data.

Acquisition of useful knowledge.

Method: *Inductive* and *deductive*.

Experimental,—(1) observation, (2) inference (3) application.

COURSE II. (Sixth term.)

CHEMICAL PRINCIPLES.

Object: Knowledge of chemistry *as a science*.

Power to reason from data and to apply inductions.

Method: *Inductive* and *deductive*.

Derive the principles from the facts found in Course I, additional experiments, and standard text-books; *apply* the principles in mathematical problems.

COURSE III.

CHEMICAL ANALYSIS.

Object: *Verification* of principles found in Course II.

Habit of thoughtfully observing chemical phenomena.

Special kinds of knowledge for "practical" use.

Method: *Inductive* and *deductive*.

Entirely experimental in determining unknown substances by means of standard schemes of analysis.

Work: 1. Qualitative analysis in dry and wet way of typical inorganic solids,—(1) Artificial. (2) Natural.

2. Elect one of the following courses for eight weeks.

Quantitative analysis of types.

Qualitative and quantitative analysis of potable waters.

Extended course in mineral analysis.

Proximate analysis of organic types.

PERSONALS.

—'93. Mr. B. C. Richardson is in the Model school.

—'92. Miss Lilian Gayner is teaching in West Groton, Mass.

—'91. Miss Ella McGregor is teaching in Maynard, Mass.

—'92. Miss Ella Curtis is teaching in the seventh grade in Rockland, Mass.

—'91. Miss Carrie Hodge is an assistant in the High School at Ayer, Mass.

—'92. Miss Clara Wheeler has a school in Plympton, Mass., primary and intermediate grades.

—'78. Dr. Frances W. Potter is the resident physician at the Woman's Prison, Sherborn, Mass.

—Miss J. M. Wright, Junior, has returned to her home in Greenfield, Mass., on account of illness.

—'78. Miss Carrie Follett Spear is supervisor of music in the schools of So. Braintree and Holbrook.

—'93. Miss Nettie Norris is assisting Miss Addie Putnam in the first and second grades, Webster, Mass.

—'78. Miss Ellen E. Thompson has been successful in giving literary talks in Attleboro', Taunton, Brookline, and Quincy.

—Class of '93 held a meeting Feb. 16, and elected following officers; President, G. H. Wilson; Vice President, W. R. Bowen; Secretary, Miss H. M. Starrett; Treasurer, Miss E. G. Howard.

—Mr. and Mrs. A. G. Boyden have moved into their new house, corner of Plymouth and Summer streets, and the part of Normal Hall formerly occupied by them, is reserved for Mr. and Mrs. Newell, and Mr. and Mrs. Bixby.

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—Miss Lydia Jones, Miss Mary Bayfield, Miss A. P. Cushing, and Miss Minnie Brown have returned to continue their work with us.

—The B. N. S. A. A. held a meeting, Jan. 13, '93, at which the following officers were elected: President, J. S. Fitzpatrick; Vice Presidents, J. Carroll and R. L. Thompson; Secretary, Mr. Babcock; Treasurer, Mr. W. D. Jackson; Auditor, Mr. F. A. Tibbetts.

—Among those who have entered the school this term, are four who will take a special course: Miss Grace E. Weeks, from the Gorham Normal School, Me.; Miss Maribelle Curtis from the Plymouth Normal, N. H.; Mr. G. Milton Fisher, from Cornell University; Mr. D. J. Gimlich, from Muhlenburg College, Pa.

—At a meeting of the Lyceum, Jan. 17, the President appointed the following class reporters: Messrs. A. P. Keith, F. E. Goddard, R. E. Burke, Misses H. S. Hayward, L. W. Brown, E. A. Lincoln, J. U. Piddington, H. M. Taylor, M. E. Vaughan, L. H. Sprague, A. D. Billings, Mabel Turner, M. J. Smith.

—Among the visitors during the past month were noticed; Mr. and Mrs. Rackliffe; Superintendent Russell, Brockton; Miss Flora White, who began, this term, to teach Gymnastics in the Westfield Normal School; Mrs. Schuyler, Mrs. Barker, Miss Barker, Miss Mary Tucker, Miss Wheeler, Mr. Fuller, Miss Florence Marsh.

EXCHANGES.

A LIBERAL EDUCATION.

Concentration or ability to hold the mind exclusively and persistently to one subject.

Distribution or power to arrange and classify the known facts.

Retention or power to hold facts.

Expression or power to tell what we know.

Power of judgment or making sharp discriminations between that which is true and that which is false, that which is good and that which is bad,

that which is temporary, that which is accidental and that which is essential.

—Zeal should be a principle not a spasm.

—The difference between a wise man and a fool is that a fool's mistakes never teach him anything.

—Hope is the yeast in the bread of life.

—The wise prove and the foolish confess by their conduct that the life of employment is the only life worth leading.

—Do today's duty, fight today's temptation. Do not weaken and distract yourself looking forward to things you cannot see, and could not understand if you saw.

—Luck is like the notes of the old State Bank, of very uncertain value; pluck is like the greenbacks of the national government, at par everywhere. Faith, as President Garfield said; is like gold whose intrinsic value give it universal currency.

—Professor Dewar was able, in a lecture on chemistry in London recently, to produce liquid oxygen in the presence of the audience literally by pints, and to pass liquid air about the room in claret glasses. Oxygen liquefies at about 250 degrees below zero, and air at 343 degrees below zero. If the earth were reduced to a temperature of 350 below zero, it would be covered with a sea of liquid air thirty-five feet deep. Professor Dewar's process of liquefying oxygen and nitrogen was with a hundred pounds of liquid ethylene and fifty pounds of nitrous oxide, with the aid of two air pumps and two compressors driven by steam.

Argus contains a very good article on Success in Life.

Exchanges received: *Newton High School Review*. *The Cadet*, M. S. C. *The Cadet*, Denver, Col. *Acadia Athenaeum*. *Oracle*. *The Premier*. *The Academician*. *The Aegis*. *The Bema*. *The Academy*. *The Rugbians*. *The Jabberwock*. *The Index*. *The High School World*. *The Standard*. *The Field Glass*. *The Central School Gem*. *The Vidette*.

HINTS ON DRESSING.

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ODDS AND ENDS.

—In Mineralogy: Kaolinite when moist smells like crackers.

—The man who fancies he writes poetry frequently wrongs it.

—Definitions given in music class: A staccato mark is a dot drawn out. A diminuendo mark is a triangle without a base.

—In Psychology. Teacher: "Do you know any other mind better than your own?"

Miss Blank: "Yes."

Teacher: "Whose?"

Miss Blank: "Minds in general."

—Teacher in Physics, to boy at head of class: "How many kinds of force are there?"

Boy: "Three, sir."

Teacher: "Name them."

Boy: "Bodily force, mental force and the police force."

—While visiting a school recently, an observant Normal noted the following:

Teacher: "What is food?"

Pupil: "Something to feed the infernal fires with."

The teacher accepted the answer as correct.

—Fifty-two of the fifty-four applicants for admission spelt *zinky* without the "k"; forty-two apparently did not like a *farinaceous* diet; twenty could not *recommend* themselves; twenty would "*sieze*" a "*seive*" offered by fifteen others; twenty might be *benefited* by using a Webster; twelve *siz-*

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zled badly, and fourteen did not *squeal* in the usual way.

—High School Teacher: "Briefly describe the heart and its functions."

Pupil: "The heart is a comical shaped bag, and is divided into several parts by a fleshy petition. These parts are called right artillery, left artillery and so forth. The function of the heart is between the lungs. The work of the heart is to repair different organs in about half a minute."

—A grammar school boy who was told to look up *rivers*, reported as follows: A river has a head, its highest and smallest part; it has arms which are also its feeders, and a right and left side. It has a bed in which there are often springs and in which the river runs instead of lying still. At the farthest extremity from its head, we do not find its foot but its mouth. It eats into hills sometimes and is known to have falls at which it usually roars.

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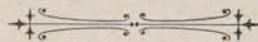
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